

KIPP DC 2012-13 Comprehensive Needs Assessment

Student Achievement and Outcome Data

KIPP DC measures student achievement in a variety of ways, including students' mastery of standards by content area, growth within each year, and college-readiness indicators. Multiple assessments are used to provide a complete picture of a student's performance, with the two most prominent assessments being the District of Columbia Comprehensive Assessment System (DC CAS) and the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP). Both tests are aligned with Common Core State Standards and, in addition, the NWEA MAP measures progress on college- and career-readiness indicators. The NWEA MAP is a nationally-normed assessment administered in the beginning, middle, and end of year in grades K-11. KIPP DC sets aggressive but achievable goals around proficiency and growth on the DC CAS, as well as the percentage of students meeting grade-level college readiness benchmarks and growth standards on the NWEA MAP. Below is a summary of KIPP DC's student achievement results over the 2012-2013 school year:

KIPP DC: KEY Academy

On the DC CAS, 86% of KEY students were proficient or advanced in math and 76% of KEY students were proficient or advanced at reading. Of note, 90% of 8th grade students at KEY Academy were proficient or advanced at both Math and Reading. KEY Academy's attendance rate for the 2012-2013 school year was 97.2%.

KIPP DC: AIM Academy

On the DC CAS, 78% of students at AIM Academy were proficient or advanced in math and 58% were proficient or advanced in Reading. Notably, 90% of students in grades 7 and 8 were proficient or advanced in math and over 68% proficient or advanced in reading. AIM Academy's attendance rate for the 2012-2013 school year was 96.7%.

KIPP DC: WILL Academy

On the DC CAS, 79% of students tested at proficient or advanced in math and 62% students tested proficient or advanced in reading. Most notably, 88% of eight grade students were proficient or advanced in math. WILL Academy's attendance rate for the 2012-2013 school year was 97.3%.

KIPP DC: LEAP Academy

98% of LEAP Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 78% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 82% of student met or exceeded growth targets in reading. PreK3 and PreK4 classes had an average daily attendance of 95.2%, exceeding their goal of 88%. Kindergarten had an attendance rate of 96.1%, exceeding their goal of 92%.

KIPP DC: Discover Academy

94% of Discover Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 88% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% met or exceeded growth targets in reading. PreK3 and

PreK3 classes had an average daily attendance of 95%, exceeding their goal of 88%. Kindergarten had an attendance rate of 94.9%, meeting their goal of 92%.

KIPP DC: Grow Academy

84% of Grow Academy students made 4 standard score points worth of growth or achieved a standard score of 86 on the Peabody Picture Vocabulary Test (PPVT), exceeding their goal of 60%. 87% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), and 75% of students met or exceeded growth targets in reading. PreK4 and PreK3 classes had an average daily attendance of 96.6%, exceeding their goal of 88%. Kindergarten classes had an average daily attendance of 97.4%, exceeding their goal of 92%.

KIPP DC: Promise Academy

77% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 76% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 81% of first and second grade students met or exceeded math college readiness targets, and 99% of first and second grade students met or exceeded reading college readiness targets on the NWEA MAP. On the DC CAS, 63% of students tested proficient or advanced in math and 56% tested proficient or advanced in reading. Students had average daily attendance of 96.9%, exceeding the goal of 92%.

KIPP DC: Lead Academy

93% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP), exceeding their target of 60%. 92% of students met or exceeded growth targets in reading on the NWEA MAP exceeding their target of 60%. 95% of students met or exceeded math college readiness targets, and 94% of students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 95.8%, exceeding the goal of 92%.

KIPP DC: Heights Academy

59% of students met or exceeded growth targets in math on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP). 70% of students met or exceeded growth targets in reading on the NWEA MAP, exceeding their target of 60%. 90% of students met or exceeded math college readiness targets, and 76% of students met or exceeded reading college readiness targets on the NWEA MAP. Students had average daily attendance of 96.5%, exceeding the goal of 92%.

KIPP DC: College Preparatory

Based on 2013 DC CAS results, KIPP DC College Prep is one of the top performing non-selective high schools in Washington, D.C. 87% of students were proficient or advanced in math, and 68% of students were proficient or advanced in reading. In 2013, students at KIPP DC College Preparatory achieved 25 passing Advanced Placement (AP) scores! Our high school students boasted impressive scores on many different AP exams, including English Literature, Calculus -AB, Chemistry, and U.S. Government. For six of the seven exams administered, our students exceeded the 2012 State Public School Pass Rate for African American students, and in four out of the seven exams, our students exceeded the overall 2012 State Public School Pass Rate. 100% of KIPP DC College Preparatory students were accepted to college, and KIPP DC's cohort graduation rate was over 90%. Attendance for the 2012-2013 school year was 96.6%, exceeding the school goal of 92%.

KIPP DC maintains a strong commitment to increasing student achievement by 2016-2017 based on 2011-2012 baseline data:

- DC CAS – Reading and Math Proficiency: In alignment with state goals for proficiency rates, KIPP DC chose to cut the number of students not proficient in reading and math in half by 2017, by ensuring an additional 22.5% of students are proficient or advanced in reading. Thus raising the total number of KIPP DC students proficient or advanced in reading from 60% to 82% by 2017. An additional 16.32% of students will be proficient or advanced in math, reaching a total of 89%, up from 73%.
- DC CAS – Median Growth Percentile: KIPP DC is setting an annual goal for median growth percentile on the DC CAS at 70 for reading and 75 for math. These goals were established as benchmarks for high performance by the D.C. Public Charter School Board, DC's charter authorizer, and the Office of the State Superintendent for Education.
- NWEA MAP – Percent Meeting College Readiness Benchmark: Using the same goal-setting strategy as with DC CAS proficiency rates, KIPP DC aims to cut the percentage of students not meeting their NWEA MAP grade-level college readiness benchmark in half within five years. In 2012-2013, 69% of students met their college readiness benchmark in reading and 76% met that benchmark in math.
- NWEA MAP – Growth Target: As with growth levels on the DC CAS, KIPP DC's annual growth target for percent of students meeting or exceeding typical growth on the NWEA MAP is 70% for reading and 75% for math, regardless of subgroup. These goals are an increase from 2011-2013 baseline numbers of 57% in reading and 72% in math. Currently, 72% of students met or exceeded the typical growth on NWEA MAP in math and 69% met or exceed the typical growth in reading.

Despite strong baseline results and optimistic improvement in 2012-2013, we know that it will take a lot of focused, data-driven planning and teaching to reach our goals. Therefore, KIPP DC is strategically investing in tools and technology that educators use to bring data into the classroom. We are currently working with an external vendor to create a data warehouse that will include academic, assessment, and behavioral data after the first phases of development. Through this work, we are also designing web-based dashboards where school leaders and teachers can use real-time data to drive instructional decision making. Our investment in the new Data Warehouse will be focused on building critical new modules to track detailed student data. In addition, as modules are built and introduced into the schools, we will incorporate a specific roll-out plan and a Data Warehouse User Committee will be comprised to provide real-time feedback.

Professional Development & Teacher Effectiveness and Retention

All KIPP DC educators participate in hundreds of hours of professional development throughout the year so that they constantly refine their teaching skills and capacity to personalize the learning environment for their students. The full suite of sessions that provide targeted professional development for KIPP DC's Residents, lead teachers and school leaders includes internal check-ins and staff sessions, travel to other excellent schools, frequent sessions delivered by external partners, and annual participation in KIPP School Summit. A focal point of KIPP's overall professional development, KIPP School Summit brings together thousands of KIPP teachers and school leaders from across the country for an intensive week-long professional development conference.

At the conclusion of the 2012-2013 school year, KIPP DC partnered with The New Teacher Project (TNTP) to administer TNTP's unique teacher survey tool, Instructional Culture Insight. This survey is designed to quickly pinpoint strengths and weaknesses of a school's instructional culture and define clear priorities for improvement. Overall, the majority of KIPP DC teachers rated their professional development experience as effective in helping to improve their instructional practice.

Over the 2012-2013 school year, all KIPP DC teachers participated in a comprehensive Teacher Evaluation Cycle. The Teacher Evaluation Cycle consists of 5 stages – Goal Setting, Coaching & Observing, Mid-Year Evaluation, Teacher Action Plan creation, and End-of-Year Evaluations. Final evaluations are based on the six core teacher competencies, student achievement value-add data from the current and/or prior year, and outcomes from the healthy schools survey. At the conclusion of the evaluation cycle, 76% of KIPP DC teachers were rated either effective or highly effective.

	DC Charter Site-Wide Averages	KIPP DC Network Average
My school is committed to improving my instructional practice. (*Index)	66%	76%
Professional development opportunities at my school are well planned and facilitated.	53%	70%
Professional development opportunities at my school include demonstrations (either live or in video) of what effective teaching looks like in practice.	50%	66%
In the past six months, I have practiced teaching techniques in a professional development setting outside my own class.	44%	46%
In the past six months, I have learned new skills that was able to immediately use in my own classroom.	66%	73%

Results of TNTP's 2012-2013 Instructional Culture Insight Survey indicate that the 61% of effective and highly effective teachers plan to stay with KIPP for at least one year:

	DC Charter Site-Wide Averages	KIPP DC Network Average
% of teachers planning to leave this year or next year	42%	40%
Subset of teachers planning to leave this year or next and teach locally	41%	33%
% of Highly Effective/Effective rated teachers leaving this year or next year	41%	39%
Subset of Highly Effective/Effective teachers who plan to leave this year or next and teach locally	40%	30%

For the 2013-2014 school year, KIPP DC will further empower teachers to lead, collaborate, and constantly develop in their craft through a continued sharp focus on coaching & observations and teacher action plan creation. In addition to a continued investment in high quality coaching and

professional development for lead teachers, KIPP DC will specifically focus on developing the Capital Teaching Residency (CTR) program over the next school year. CTR is an innovative teacher-training model born out of KIPP DC and E.L. Haynes' expertise in training excellent teachers and their desire to improve the pipeline of highly-effective teachers in D.C. Borrowing from the medical residency model, CTR residents learn and train alongside an expert teacher in a high-performing charter school. This intensive year-long residency program is the future of effective teacher preparation for urban schools.

Current Educational Practice and Programs

In SY 2011-2012, KIPP DC had three early childhood schools and two elementary schools, all in various stages of growth. We hired an Instructional Coach for the primary schools to support the Common Core implementation, support principals in coaching teachers, explore how blended learning could be used to enhance and to remediate, and support the sharing of best practices between all five schools. The Instructional Coach was instrumental in all of these initiatives and the position was so highly regarded by school leaders and teachers that we hired a second Instructional Coach and Support Team for SY 2012-2013 to expand upon the work being done in the primary schools. During the 2012-2013 school year, Instructional Coaches worked on backwards mapping Common Core State Standards to PK3 and PK4 grade levels following the guidelines of New York State.

In SY 2012-2013, KIPP DC partnered with the University of Chicago's Urban Education Exchange to expand the Strategic Teaching and Evaluation of Progress (STEP) Program in our primary schools. STEP is an early childhood and elementary literacy assessment tool as well as a series of professional development for teachers. The professional development is designed to build teachers' understanding of foundational literacy skills that students need to become strong readers. STEP provided two Literacy Coaches who visited our five primary schools on 6 occasions throughout the school year. During these school visits, our STEP coaches led PD sessions, modeled lessons for teachers, co-taught lessons with teachers, provided feedback on the fidelity of our reading assessments and supported our data analysis with STEP results. This partnership was instrumental in building a stronger literacy focus in all of our early grades, which assists in the Common Core implementation and our college readiness mission. KIPP DC will continue to strengthen this partnership with STEP in future school years.

KIPP DC works to ensure that all students develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world. Understanding the critical role that technology plays in today's society, we have made it a priority to invest in the initiatives that bring the most cutting-edge technology and tools to our students, teachers, and schools. Over the 2012-2013 school year, KIPP DC continued its focus on providing blended learning opportunities to engage students and offer differentiated, self-paced instruction. 2012-2013 initiatives included investments in classroom software (Lexia Learning, DreamBox), adding computer labs to two primary campuses, and equipping every classroom with an iPad. Technology-based instruction adapts in real-time to each student's performance and provides our teachers with immediate data regarding student learning.

Parent Involvement

KIPP DC's 2011-2012 Parental Involvement survey indicated that more than 90% of KIPP DC parents are "Satisfied" or "Highly Satisfied" with their school. Over 95% of parents of students in KIPP DC early childhood and elementary schools agreed that they believe that their child will go to college, and over 90% of early childhood and elementary families chose to re-enroll their students for the 2012-2013 school year. KIPP DC supports parental involvement by visiting every KIPP DC family in their home upon

their student's matriculation into the network; developing weekly behavioral and academic progress reports for students to take home to parents to be signed; holding a minimum of quarterly parent teacher conferences designed to discuss student progress; hosting periodic parent nights that include trainings designed to equip parents with the skills they need to support student achievement in the home; and surveying parents annually, at a minimum, to gather both parent satisfaction data and data to inform future programmatic decisions.

Parents expressed that they strongly desire constant access to our staff, both during school hours and after normal school hours. Accordingly, KIPP DC has established a policy of providing a KIPP DC-paid and -issued cell phone to all staff expressly for the purpose of having constant contact and access to and from KIPP DC parents.